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that it makes possible the privilege of selection. Naturally, some problems would appeal more to the interest of girls, while others would be of more interest to boys. This manual, while written primarily to meet the demands of Mr. Elhuff's "General Science" can profitably be used in connection with any general science course.—R. A. D., Jr.

COMMA BOOK. By C. H. Ward, the Taft School, Watertown, Conn., and H. Y. Moffet, the University High School, Iowa City, Iowa. Scott Foresman and Co., New York, 1922. pp. 19.

The purpose of this little handbook is to teach the correct use of the comma, intended to be used in connection with "The Junior Highway to English," written by the same authors. It consists of a series of illustrative sentences, showing the many different situations in which the comma is used. The pamphlet is so designed as to give the student a general review at the end of every four or five exercises—thus emphasizing drill, which conforms to the principles of good psychology.—R. A. D., Jr.

RECOMMENDED ENGLISH READINGS FOR HIGH SCHOOLS. Compiled and edited by Rowena Keith Kayes, Head of the Department of English, Hearen High School, New York City. Noble and Noble Co., New York, 1922. pp. 64.

"A great problem in English teaching is the correlating of 'supplementary' or home reading with 'required' reading." To make such reading also harmonize with the pupil's natural bent and become a true cultivation of the love of reading—progressive term by term—this is the newly recognized and baffling objective that English teachers face today. The author's preface gives clearly the purpose for which the book was written. The purpose is to provide for each half year in the four years of the high school course a list of books adapted to the age of the pupils, and so grouped as to suggest a special interest every term. One or two main interests have been assigned to each term to give a certain amount of unity to the reading. These are summarized as follows: 9th year, first half, Chivalry; 9th year, second half, Mythology; 10th year, first half, Shakespeare's Comedies; 10th year, second half, American Fiction and Poetry; 11th year, first half, Essays; 11th year, second half, the 19th Century Novel; 12th year, first half, 20th Century Novel, non-dramatic poetry; 12th year, second half, Modern Drama. Thus it may be seen that these topics have been arranged partly in accordance with the growing capacities of the young people, partly with the purpose of establishing standards, partly in order to group reading about the books prescribed by college-entrance requirements. This book is an excellent guide for both teacher and student of English, and many valuable suggestions are offered to the student for obtaining the best results during his reading hours.—R. A. D., Jr.

HIGH SCHOOL GEOGRAPHY. By R. H. Whitbeck, Professor of Geography in the University of Wisconsin. The Macmillan Co., 1922. pp. 577.

Within recent years, two ideas stand out in the discussions of secondary school geography: (1) "that the geography of the secondary school ought to be humanized; (2) that the influence of geographical environment upon man's mode of living, and upon his principal activities should always be in the foreground." Accepting these ideas, the author has undertaken

to provide a brief course in geography in harmony with them. He looks upon geography as not simply a study of man's physical environment, nor a study of selected human activities; but rather as a study of both, and their interrelation and interdependence. Thus, the chapter on Materials of the Earth's Crust is followed by one on Mineral Resources and Industries of the United States; the one on Weathering, which includes soil production, by another on the Agricultural Industries of the United States. The chapter on the physical features of rivers is followed by a chapter on the historical and economic aspects of American rivers. Part II of the book consists of four chapters devoted to Latin America, the British Empire, Continental Europe, and China and Japan. In planning the book, the author's aim has been to provide exercises, problems, and questions, which call for comparison, observation, reasoning, judging, and generalization. The exercises aim to give the pupils experience in topical recitations, in the use of reference books, and in making excerpts, extracts, etc.—R. A. D., Jr.

INDUSTRIAL HISTORY OF THE UNITED STATES. By Louis Ray Wells, Mechanics Art High School, Boston. The Macmillan Co., 1922. pp. 584.

In this text, Mr. Wells' plan is topical rather than chronological. While there is a considerable overlapping of events (which is almost impossible in a text of this kind) the author has made it possible to distinguish four major periods of development, divided as follows: (1) the colonial period of simple domestic economy, and of dependence upon foreign trade, extending from the early colonial days to 1763; (2) the period of transition from colonial to national economic life, 1763 to about 1825; (3) the period of national consolidation and isolation, 1825 to 1860; and (4) a period of readjustment, marked by combination and organization, growing out of severe competition. Emphasis has been placed upon three principal ideas, first among which was the effect upon people of a constantly moving frontier. Closely connected with the expansion of the people, was the promise of natural resources. A third point of emphasis is the effect of national unity. The author has emphasized the way in which things have been done, rather than the amount done. It may well be called a "qualitative rather than a quantitative analysis."—R. A. D., Jr.

AMPARO. By M. L. Ray and R. A. Bahret, Washington Irving High School, New York. The American Book Co., New York, 1922. pp. 326.

Amparo is an ideal book for the second year of a high school course, or for a first year college class. Its extreme simplicity of construction, and unusually practical vocabulary, make it much more adaptable to class room use than the ordinary novel. Amparo was taken from the works of Perez Escrich, who is little known in America, except as the author of the widely read tale, *Fortuna*, but who was probably the most popular writer in Spain during his lifetime.—R. A. D., Jr.

VEINTICINCO EPISODIOS BIBLICOS. By A. Marinoni and J. I. Cheskis, Professors of Romance Languages, University of Kansas. The Macmillan Co., New York, 1922. pp. 73.

This book is especially adaptable to class work in conversation and composition because of its simplicity of construction, and the ready familiarity of the students with the material. It could also be made profitable to students of somewhat advanced standing in Spanish.—R. A. D., Jr.